

THE AMERICAN TEACHER



MAY •

Air View of Campus of University of Wisconsin
where A.F.T. Summer Workshop is held in coopera-
tion with University of Wisconsin School for Workers

• 1950

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THE 1950 A.F.T. CONVENTION

Will Be Held August 21-25

in

DETROIT, MICHIGAN

Convention Headquarters: Detroit Leland Hotel

HOTEL RATES

Single room with bath \$4.00
Double room with bath
(for 2) \$6.00

Double room with bath and
twin beds \$7.00
Large room with bath and
twin beds \$9.00

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President's Page

The AFT in 1949-1950

AGAIN we are looking toward the completion of a year's program in our organization. I should like to point out some of the things your union has accomplished during the year, as well as some of the questions on which decisions should be made at the AFT convention in Detroit.

1. We have been much concerned during the year with a reduction of overhead expenses and a consequent increase in the amounts spent in *direct services* to locals. It is my feeling that one of the reasons for the great number of locals lost to us over the years has been that we were unable financially to provide many of the direct services offered by other trade unions to their affiliates. By "direct services" I mean periodic planning sessions between local leaders and national representatives, increased availability to locals of research facilities and constant availability of some representative of the national organization when crises occur in our locals. It is with these services in mind that the AFT Executive Council has sought successfully during the past year to reduce operational expenditures by approximately \$5,000. At the same time we have sought to increase income so that this comprehensive program of field service might become a reality. The fiscal report to the convention will indicate the details of savings, as well as increases in revenues.

2. For the first time your organization has succeeded in obtaining from the Office of Education direct statistical service to teachers. The AFT has long maintained that the Office of Education should provide to teachers and to all those interested in education, services comparable to those offered by other departments to other groups in the national community. An analysis of teachers' salaries is now being prepared by the Office of Education after repeated efforts by the AFT, year after year, to secure such data from this source.

3. The organizational program of the AFT has expanded greatly. We now have two full-time organizers in the field all the time. These organizers, David Selden and F. C. Snow, are meeting with real success, and are demonstrating

that teachers can be organized in fundamentally the same ways in which other workers are organized.

4. Plans are now underway for the AFT to cooperate directly with the Mid-Century White House Conference. One whole area of the emotional-educational development of the child will be assigned to the AFT.

5. A committee of the AFT Executive Council is now working on a complete plan for presentation to the convention to *finance, plan, and build* our own national headquarters. Over the years we have been renting the national offices at great expense to ourselves. We need a building of our own. It can be done. Detailed plans both for financing and for construction will be presented to the full Council before the convention. It is hoped that within eighteen months the AFT will own its own permanent national headquarters.

6. The program of subsidy to state federations has been continued according to the directions given by the last convention. This whole program should be examined. Either we must give regional service (of the type indicated in section 1) or we must plan to increase greatly the subsidy to state federations to enable them actually to employ full-time representatives. We must have a program to supplement the tremendous amounts of time given by so many in the interests of our union teachers.

7. One of the very desperate needs is the more extensive publicizing of the AFT, its program, and its day-to-day championing of the causes of teacher and child welfare. Consideration should be given by the convention to a specific program of public relations, or directions should be given to the Executive Council in this matter. We have given thought to: (a) a public relations department to issue releases and a clipsheet and to maintain wire and press coverage; (b) a film and record library of rental materials to supply basic information to new locals as well as to colleges and schools of education; (c) a medium for "spot" reporting to locals on problems as and when they occur.

8. While the AFT springs to the defense of teachers and their academic freedom, we have not as yet developed a method by which we may effectively help our college locals.

* * *

This is the year when we must make up our minds whether we are to be content merely to

grow as circumstances permit, or whether we shall move to shape our destiny as a great union by a full-scale, expansive program designed to capture the imagination of American teachers.

The time was never better for an all-out offensive to increase membership. In the several months I have spent around the country visiting with our locals, I have become most optimistic. There is a new feeling of confidence in the local programs of our groups. In some instances our locals are discovering anew that the only real wage guarantee is an *effective union*; that *no* tenure law can be as effective as a strong union;

that what we teach and under what conditions can be guaranteed only by ourselves through collective action.

* * *

For the first time in eighteen months I can say with confidence: "The time is now!" A membership of 100,000 by the end of 1951 can be realized. Yes, the convention at Detroit will shape the structure of the AFT in the months ahead. It is with real confidence in the good days ahead that I urge all locals to be represented at the 1950 convention. The AFT is *you*.

JOHN M. EKLUND

APPLES OR WAGES?

By ELEANOR ROOSEVELT

I CAME ACROSS a story in one of the magazines the other day called "Federal Snoops Are After Me." It sounded so reasonable as it told the story of a struggling small-business man and his wife, trying to establish themselves, bothered by endless government red tape and prevented from giving harmless work and pleasure to some of their young neighbors.

I felt there must be something here that needed investigation, so I wrote to the department from which come these bothersome "federal snoops," and received a report on the case.

In the first place, an executive department of the government must carry out laws that have been made by the legislative representatives of the people. In this case, laws under which these investigators were acting were the Fair Labor Standards Act and numerous state child labor laws.

These laws had been passed as a result of a high percentage of accidents among young workers in occupations where machinery for mechanical production was used. Sixteen years is the minimum age allowed for employment in such shops under these standards.

I think it is easily understood that in shops containing electrically operated or other power-driven machinery, teen-agers,

even if they do not work with that machinery, cannot be kept from having a natural curiosity about it, which may lead them into trouble.

* * *

ACTUALLY, THE OWNER was not required, as the story states, to pay himself wages, but it was pointed out to him that, being a corporation, technically he was an employee. The real objection was the use of birthday cakes, apples and pin money instead of payment of the minimum wage due the children who were coming in to work.

This law has been of value to teen-agers in helping them to avoid accidents, and as an incentive to remain longer in school, and—when they do work—to obtain the minimum wage for such hours as they are occupied. It should be supported.

Though my sympathy is with young persons starting out to establish their own businesses—and I would want to help them in any reasonable way—it seems that it should be done through making loans more reasonably available to them for the necessary capital investment and the first years of operation. Children under 16 who are employed should be employed on work which is carefully chosen and approved, if possible, by their parents and the principal of the school.

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Secretary- Treasurer's Page

Smaller Classes— An Objective for the White House Conference

THE RECENT upsurge throughout the United States of crimes committed by children and youth of school age brings into sharp focus once again the urgent need for smaller classes in the grade schools and high schools of the nation. The delinquency of children and the criminality among youth of high school age are subjects about which much has been spoken and written but relatively little has been done. Stirred into action occasionally by specific crimes committed by children and youth, law enforcement agencies and educators attack the problem vigorously, only to abandon their projects once public interest has waned.

This is a problem which should be of special interest to the Mid-Century White House Conference on Children, for which preliminary plans are now being made. For several years it has been my privilege to serve on the Commission on Children and Youth of the U.S. Children's Bureau, which is sponsoring this Conference. President Eklund has been recently named a member of the steering committee of the Conference. At this conference thousands of words will be spoken in relation to, and in defense of, the welfare of children. This conference is decidedly a wholesome demonstration of the democratic way of life, since the true democracy of any country may well be judged by its attitude toward its children. The real test, however, of the value of the conference will be the extent to which the resolutions adopted and the principles enunciated actually become functional in the lives of the children of the United States. In our consideration of the welfare of children, especially in the treatment of problem children, we have a tendency to pay lip service to solutions for the child delinquency problem and at the same time neglect the agencies which actually serve and save children.

If the White House Conference could do just this one practical thing—i.e., reduce the size of classes in the elementary and secondary schools

of the nation, it would be decidedly worth while. The practice of overcrowding classes remains one of the problems in American education toward the solution of which comparatively little progress has been made. Classes of forty, fifty, sixty, and even more are all too common throughout the United States. Such overcrowding constitutes a major cause of delinquency among children, a seething sweatshop for the teacher, and a serious threat to society.

* * *

In its education program adopted at the beginning of World War II, the American Federation of Labor recommended to all of its affiliated bodies that they should work for a class size not to exceed twenty-five. This does not mean an average of twenty-five, but that *no class should consist of more than twenty-five pupils*. It means that in the average high school, no teacher should teach daily more than 125 students.

At first sight such a large reduction in class size might seem to pose a serious problem of school finance. Some tax economy organizations have actually recommended *larger* classes as a means of providing cost of living adjustments and salary increases for teachers without causing any increase in taxes. A careful and intelligent analysis of this problem, however, indicates that reduction in class size should ultimately result in a reduction in the cost of the education and care of children. Before World War II the Federal Bureau of Investigation estimated the total costs of crime and delinquency in the United States at fifteen billion dollars annually—about seven times the cost of all public education in the United States at that time. While no recent statistics are available, it is probable that the total cost of crime and delinquency is still at least seven times the total cost of public education in the United States.

To the educator it is of special significance that a very large part of the nation's crime exists or has its origin among children and youth of school age. Some authorities believe that an intelligent attack on the crime problem in the schools might reduce the costs of crime by as much as one third—or at least five billions of dollars. A 15% reduction in crime and delinquency should pay all the costs of public education in the United States. A 2% reduction in the cost of crime would pay the costs of the 300,000,000 dollar federal aid bill which was rejected recently by a Congressional committee.

No classroom teacher can possibly give proper attention to the problem child—who is the potential criminal—in a class of forty or fifty.

The usual steps to youthful crime are, in addition to poor home conditions: (1) overcrowded classes, (2) failure, (3) boredom and neglect, (4) truancy, (5) petty crime, (6) major crime, (7) imprisonment. The cost of convicting and imprisoning a young criminal is far greater than

giving him proper care in the schools.

Far more important, however, than the saving in dollars is the saving in the lives of children and youth who through individual attention in the classroom and through discovery and development of their special interests and abilities may be saved from wretched lives of crime and incarceration in penal institutions.

IRVIN R. KUENZLI

Contract Between the Eau Claire Local and The Eau Claire Board of Education

Several AFT locals have written agreements with their boards of education, setting forth the conditions of employment of the teachers. We publish here most of the sections of the contract between the AFT local and the Board of Education of Eau Claire, Wis.

SECTION 1. In order to promote the general welfare of the citizens of the City of Eau Claire and to improve and maintain the quality and administration of the public school system thereof and in order to promote general efficiency, equal rights, well-being, and security for the employees of the public schools of the City of Eau Claire, it is agreed between the Board of Education of the City of Eau Claire (hereinafter referred to as "Board of Education") and the Eau Claire Federation of Teachers, Local 696, of the American Federation of Teachers (hereinafter referred to as the "Union") as follows:

SECTION 2. The provisions of this Agreement shall be applicable to the teachers, supervisors, and principals of the public schools of Eau Claire, hereinafter referred to as "employees."

SECTION 3. Whenever it becomes necessary to lay off employees due to a shortage of work or lack of funds, employees shall be laid off in inverse order of their length of service; and whenever so laid off, such employees shall possess rights of re-employment for a period not to exceed one year when vacancies exist for which, in the opinion of the Superintendent of Schools, they are qualified.

SECTION 4. Should retrenchment make it necessary to reduce salaries after included schedule has been in force, employees shall first be advanced the yearly increments on the schedule commensurate with their training and experience before a uniform per cent reduction is put in force. Any such reduction shall follow procedure outlined in SECTION 15 of this contract.

SECTION 5. Teachers shall be employed for nine and one-half months. Assignment of hours and duties of supervisors and principals shall be made by the Superintendent; assignment of hours and duties of teachers shall be made by the principals, coordinated and approved by the Superintendent. Extra and special duties outside regular assignment shall be equally assigned among employees.

SECTION 6. Summer school attendance requirements:

A. Definition of block system of summer school requirements.

1. Summer school attendance shall be figured according to a block system starting as of September, 1940.

2. Blocks shall be *three-year* periods for those not having a Bachelor's Degree, *four-year* periods for those having a Bachelor's Degree, and *five-year* periods for those having a Master's Degree.

a) The three-year blocks run from September 1, 1940, to August 31, 1943: September 1, 1943, to August 31, 1946: September 1, 1946, to August 31, 1949, etc.

b) The four-year blocks run from September 1, 1940, to August 31, 1944: September 1, 1944, to August 31, 1948: September 1, 1948, to August 31, 1952, etc.

c) The five-year blocks run from September 1, 1940, to August 31, 1945: September 1, 1945, to August 31, 1950: September 1, 1950, to August 31, 1955, etc.

3. An employee may attend summer school any year during a given block of years to satisfy the requirements for that period. For example, an employee who has a Bachelor's Degree and has satisfied summer school requirements in any of the summers of 1941, 1942, 1943, or 1944 would be required to attend summer school any one summer of 1945, 1946, 1947, or 1948.

B. When required to attend:

1. Less than a Bachelor's Degree.

a) Teachers employed before September, 1944, once every three-year block until Degree is reached.

b) Teachers employed after September, 1944, once every year until degree is reached.

2. Bachelor's Degree or equivalent, once every four-year block.

3. Master's Degree or equivalent, once every five-year block.

C. Requirements of type of work and quality of work in summer school:

1. Hours and grades:

- a) Not less than four semester hours or six quarter credits will be acceptable as fulfilling a summer school attendance requirement.
- b) Undergraduates must earn at least a grade of "C"; at least one-half of the grades must be "B" for graduate students.

2. Acceptable substitutes for summer school attendance:

- a) Travel may be accepted in lieu of required summer school attendance for employees seeking credit beyond the Bachelor's Degree, and standards of evaluation shall be set up by the Superintendent and the Education Committee of the Board of Education. Two consecutive requirements cannot be satisfied by travel.
- b) Part-time attendance at a recognized college, extension, or correspondence work offered by, or acceptable to, a recognized college or university, may be offered in lieu of summer school attendance, providing the nature of the work and the number of credits earned are acceptable to the Superintendent and the Education Committee of the Board of Education. Two consecutive requirements cannot be satisfied by correspondence work.

D. Exceptions of persons excused from summer school attendance. Employees reaching the age of 60 by August 31 or before the last year of grace in their block period are excused from further summer school attendance requirements.

E. Penalties for not fulfilling summer school attendance requirements:

- 1. Failure to comply with this summer school attendance schedule shall result in loss of increment until this requirement shall be fulfilled. In the event an employee is at or above the maximum paid his classification, his salary shall be reduced \$100.00 for each year and an additional \$100.00 for each additional year that his deficiency remains.
- 2. As deficiencies are fulfilled, the employee shall resume his appropriate position on the schedule.

SECTION 7. The minimum requirement for all teaching positions shall be the completion of a four-year course or its equivalent in a college or university accredited by the North Central Association or by some equally recognized accrediting agency. It shall be the policy of the Board of Education to employ persons with a minimum of two years' experience as legal teachers. When it becomes necessary to employ persons without experience, such appointees shall rank in the upper one-fourth of their graduating classes and shall serve a two-year probationary period. A probationary year that has not been satisfactory shall not be considered as a year of experience on the salary schedule. Employees who have taught outside of Eau Claire Public Schools may receive full credit for up to and including five years of experience.

New teacher employees who served in the armed services between September, 1940, and September, 1946, shall receive one-half teaching credit for military service not

to exceed two years credit and to be included in credit for outside teaching. Teaching credit shall be allowed only to veterans who upon separation from service returned directly to teacher training or teaching.

SECTION 8: All employees are to be paid annually in twenty-four equal installments. The fiscal year is to begin September 1, and checks will be issued semi-monthly. Claims for changes in salary status must be presented to the Superintendent not later than the opening day of school. Employees separated during any pay period shall be paid in full at the end of that pay period.

SECTION 9. Any new employee shall be required to present a certificate of good health from a licensed physician on a form provided by the Board of Education.

All employees on a regular monthly or yearly basis shall hereafter be granted a total of ten days sick leave at full compensation for each full fiscal year of the term of their employment, which sick leave shall apply to absence resulting from personal illness, personal accident outside of regular employment, quarantine due to communicable disease, or from death in the immediate family of the employee ("immediate family" shall include the mother, father, sister, brother, husband, wife, or child). However, the leave granted with full compensation in case of death in the immediate family shall not exceed three days in any one case, and shall be counted as part of the annual ten days leave. Be it further agreed that if such absence be longer than accumulated leave, the amount deducted from the employee's pay shall be \$7.50 per day, for a period not to exceed a total of thirty days.

In cases of accidents covered by employer's compensation insurance, the Board will pay only the difference between the insurance benefits and the regular scheduled salary.

It is provided that such sick leave shall be cumulative, but shall not in any event exceed a total of ninety days.

Such sick leave benefits herein granted shall cease upon the termination of employment and shall apply only for absence due to actual illness, quarantine, or death as herein above provided; all accumulation of days of sick leave existing at the effective date of the provisions hereof shall remain to the credit of the employee.

The Board of Education may at any time require a statement of good health from any employee.

[Section 10 deals with the retirement of teachers.]

[Section 11 sets forth the salary schedule and states what extra pay is given for administrative work of various kinds and for extra and special duties.]

SECTION 12. All grievances or disputes arising under this Agreement shall be first submitted to the Building principal. If the grievance is not settled satisfactorily within five days, it shall be taken before the Superintendent of Schools, and if a satisfactory agreement is not reached within five days, then this grievance shall be taken before the Board of Education. On failure to reach a satisfactory agreement within ten days with the Board of Education, an arbitration board shall be formed, consisting of two appointees by the Union, and two appointees by the Board of Education, these four to select a fifth impartial member from a panel maintained by the Eau Claire Mediation Conference. The Board of Arbitration is to reach an agreement or final decision within

ten days after the appointment of the fifth member. Said decision to be binding on both the Board of Education and the employee or employees involved.

SECTION 13. No person shall be employed as a principal, supervisor, or teacher by the Board of Education who has not first individually entered into a legal and binding teacher contract with the Board of Education, the terms of which contract shall not be inconsistent herewith.

SECTION 14. All resolutions and regulations of the Board of Education in conflict with the provisions hereof are hereby repealed.

SECTION 15. This Agreement, dated January 7, 1949,

and the provisions hereto, when signed by the proper officers of the Board of Education and the Union, shall become operative as of January 1, 1949, and shall continue to and include December 31, 1949; and shall continue in full force and effect from year to year thereafter unless written notice is given by either party hereto to the other, on or before thirty days prior to December 1 of each year thereafter, requesting that the Agreement be amended or cancelled. If amendments are desired, such amendments shall be contained in such notices.

This agreement made and entered into this 7th day of January of 1949.

AMERICAN FEDERATION OF TEACHERS, LOCAL NO. 696

Gompers—A Practical Idealist

By MATTHEW WOLL

Vice-President, American Federation of Labor

A PART from the many admirers of Samuel Gompers, there have been those who believed that Samuel Gompers lacked "idealism." I marvel at their lack of knowledge of his great qualities of idealism tempered only by his sense of practicalism.

A strong and constant passion for righting the wrongs of society was Gompers' motivating force. Nothing else, of course, could explain the kind of life he chose. It imposed lacerating hardships not only on him, but—what was more difficult to bear—on his family. Yet he never wavered. To those who knew him, it would have been incredible if he had. His devotion to trade unionism, which he saw as the means by which working men and women could rise to higher levels of freedom, material welfare, and personal dignity, was religious in its intensity.

I doubt that it ever occurred to him, even during his early and most trying years in the trade union movement, to regret the cost of his services to it. Indeed, he regarded the opportunity to serve as a privilege. "Such a privilege," he once observed, "that I sometimes feel selfish because of my opportunity to do so much."

I have good reason to remember this quality of Gompers'. It gave him an immense moral force and persuasiveness—the ability to evoke in others what he himself felt. When I met him first I was president of the photo-engravers' union, an office to which I had been elected by a set of accidental circumstances, but I was seriously considering taking up the practice of law, for which I had prepared myself by studying at night. Gompers, when he became aware of the un-

certainty of my plans, told me of his visions of helping fellow-workers to a better way of life, and urged me to continue in the labor movement. He not only persuaded me to stay; he made any other course appear unthinkable. I was then quite young, but I still recall vividly the effect his massive integrity and sense of purpose had on me.

My reaction to Gompers was anything but unique. Nearly everyone who had the good fortune to be associated with him was similarly affected. William Allen White, who knew and greatly respected Gompers, wrote on one occasion that he was the "idol" of his fellow labor leaders. This was largely true—and more remarkable for the fact that his fellow labor leaders, as White noted, were men with vigorously independent minds and strong characters, not at all the type given to sycophancy. The respect, loyalty, and affection Gompers inspired were always in evidence and most memorably at the American Federation of Labor Convention at El Paso in 1924. He was a sick man then—he had been on the verge of death for some time—and nearly blind. It was, all of us knew, his last convention. I had the feeling that every delegate present wanted in some way to show "Sam," as he liked to be called, how much he had meant as a friend and a leader. They wanted to make their emotion visible; they wanted him to see it. There were many deeply moving tributes to him. The delegates rose to their feet during them; many cried unashamedly. "It was not a convention," someone remarked, "but a drama."

Gompers was an idealist but not, of course, a utopian. He had no use for those who were

so infatuated by visions of a perfect society, however implausible and remote, that they were of no practical use in the present. He regarded them, quite frankly, as a menace. Gompers was everlastingly concerned with the "here and now." This was not because of any narrowness of outlook, as was frequently charged, but because he understood, as some of his critics did not, that the future is shaped in the present. He had the idealism of a builder. He wanted, in an almost literal sense, to build a structure of great usefulness, but he knew that building was a process in which foundation stones came first. He was justifiably impatient and scornful with those who kept insisting that foundations were unimportant and that true wisdom, in effect, lay in beginning in mid-air. "It doesn't square with the facts," Gompers would say. Obviously, he was right.

It was one of Gompers' ruling principles that any policy, if it was to be effective, had to be firmly rooted in reality—in conditions as they were, not as they might be, or as someone might like them to be. He had an insatiable appetite for facts, pleasant or unpleasant. Florence Calvert Thorne, in her fine epilogue to Gompers' autobiography, *Seventy Years of Life and Labor*, relates how, after his eyesight had begun to fail, he would come to the office with "hands and pockets filled with clippings or articles or books he wanted read to him, only his keen eagerness revealing how hungry he was for information." He was, I believe, one of the best informed men of his time. After spending a while with Gompers, one journalist, ordinarily chary with praise, declared that he "carried in his retentive mind the motion picture of the last half-century of our social history."

Gompers, as anyone who knew him will attest, was a warmly sentimental man, but he never, apart from his personal life, allowed sentiment alone to direct him. The discomfiture this sometimes caused him was acute. There were times when he fairly throbbed with a desire to do one thing or another, but intellect and a ramrod self-discipline always held him in check until he had decided, in consultation with his associates, that it would advance the interests of organized labor. Gompers, in conversation and writing, attributed this decisive characteristic to the influence of a man named Ferdinand Laurell with whom he had, at an early age, formed a very close friendship. "In those young days," Gompers recalled in his autobiography,

"I was full of fire and dreams and burning with sentiment, and I might have followed any course or associated myself with any movement that seemed to promise freedom for my pals and fellow-workers. It was the wise counsel of my friend Laurell that saved me: 'Never permit sentiment to lead you, but let intellect dominate action.'"

I have often heard it said that Gompers' mind was "intuitive"—that he "sensed" rather than "reasoned." I am not at all sure that this is so. In any event, it is unimportant. What is important is the result. His mind, whatever its processes, was extraordinarily perceptive. He had the ability to "see" a situation in all of its aspects. One could go down a list of the policies he advocated and show how, in nearly every instance, they revealed a profound insight into men, institutions, and events. He got to fundamentals. It explains why, a quarter-century after Gompers' death, so many of his policies still endure.

Gompers had another quality enormously useful in a leader. He had patience. I once heard him describe it as a "democratic virtue." He realized that progress in any democratic society or institution was at times inevitably slow and tortuous, but that impatience, or any attempt to "force" progress through arbitrary action, could be destructive. He was wary of all such shortcuts. Even when he was convinced of the rightness of some policy, he would not press for it if he felt that those whom he represented were not ready to adopt it. He would not risk unravelling a whole fabric simply to tug at one particular string.

He had a vast hostility for any scheme, theory, or movement that sought to achieve its purpose, however noble, through dictatorial methods. He believed that the means would grotesquely warp the end. This accounted for his instant and impassioned opposition to the Bolshevik revolution and the international communist movement. He was not, like many other people, swept off his feet by the drama of the revolution, which was considerable, or deluded by the resounding humanitarian declarations of its leaders. He saw through and beyond them. While many of our "advanced" thinkers, in defending the excesses of the Bolshevik dictatorship, were repeating rhapsodically after Lenin that one couldn't "make omelets without breaking eggs," Gompers declared: "Leaving out of consideration for the

moment the story of murder and devastation that has marched with this theory (Bolshevism) into practice, we must set down the theory itself as abhorrent to a world that loves democracy. We shall progress by the use of the machinery of democracy, or we shall not progress. There is no group of men on earth fit to dictate to the rest of the world. It is this central idea of Bolshevism . . . that makes it an enemy to our civilization."

Gompers was, in every way, a thorough democrat. He made no distinctions between men on the basis of their groups or positions. He was equally at ease in the backroom of a workingmen's saloon, discussing trade unionism, and at the White House, discussing national policy—and as firm in defending what he thought right. But I do not mean firm, really; I mean belligerent. There was the time at the White House when Theodore Roosevelt, insisting on having his way on some point, glared at Gompers, pounded his desk, and declared: "But I am President of the United States." Gompers, I am told, glared and pounded the desk in turn as he replied: "But I am President of the American Federation of Labor, and as such I shall insist upon our right to pursue a lawful course and I shall protect the interests of the workers be the consequences what they may."

He always did.



UNICEF—International Cooperative

● The United Nations International Children's Emergency Fund is hoping to take care of the needs of twenty million children who are still suffering the aftermath of war. The most important phase of the Fund's program is the provision of food, particularly milk, for almost six million children in Europe and Asia. In addition, the Fund provides needed clothing and medical care. But there are still millions of children who need body-building foods if they are to grow into normal adults. With help the Fund can reach them. Contributions should be sent to the U. N. Children's Fund Committee, New York 16, N. Y.

The ILO's 30th Year—A Year of Progress

IN NOVEMBER 1949 the International Labor Organization marked the thirtieth anniversary of its establishment as an official inter-governmental organization devoted to the furthering of social justice as a means to universal and lasting peace.

The ILO as originally constituted was associated with the League of Nations. In 1946 the organization became the first Specialized Agency to associate itself with the newly-created United Nations. This association came into being with the approval, by the UN General Assembly and the ILO General Conference, of an agreement defining the relationship between the two organizations.

The ILO, alone among the agencies working in association with the UN, has the active participation of non-governmental representatives

enjoying a status equal to that of Governments. In the ILO's General Conference, in its Governing Body, and in many of its other organs, the representatives of *workers* and *employers* join with the nominees of Governments in the shaping of decisions.

At present 60 countries are members of the ILO. The last two to join were Lebanon and Israel.

In the 30 years of its existence the ILO has adopted 98 Conventions and 90 Recommendations which set forth international minimum standards governing working and living conditions. Following their adoption, in accordance with the ILO Constitution, the Conventions and Recommendations are submitted to Governments for consideration. If the Conventions are ratified by the Governments, they must be imple-

mented. The Recommendations, however, do not require ratification, but Governments are obliged to consider giving effect to their provisions. Countries are required to report periodically the position of their law and practice on the subjects covered by Conventions and Recommendations, and when Governments fail to ratify Conventions they are required to explain why.

By the end of 1949 the total number of ratifications of Conventions exceeded 1,040, and a larger number of additional ratifications had been authorized by several countries. Fifty-six of the Conventions had received a sufficient number of ratifications to bring them into effect.

The principal programs of the ILO in 1949 were carried forward in the following fields:

1. Technical Assistance to Underdeveloped Areas. Technical assistance in almost every field of ILO responsibility was provided during the year to Governments and to private organizations of various kinds. This assistance was supplied by missions of expert ILO officials, through consultations at the International Labor Office, in the form of special studies, surveys, and memoranda, and by correspondence. Typical of the technical assistance missions dispatched by the Office was one which advised the Turkish Government on labor legislation, vocational training, social security, and industrial safety.

Arrangements have been made for the ILO to participate fully in the expanded programs of assistance to underdeveloped areas which was approved by the UN General Assembly in December. The ILO plans to provide practical advisory and operational services in the field of employment, training, and migration. It proposes also to assist in the constitution and effective employment of a skilled and healthy force of workers, in promoting their welfare, and in enlisting their full cooperation in the more efficient ways of working and the new tasks which economic development involves.

2. Freedom of Association and Industrial Relations. The ILO General Conference adopted a Convention on the right to organize and bargain collectively. This Convention supplements the Convention on freedom of association and protection of the right to organize which was adopted in 1948 and came into effect in 1949. The Conference also recommended the placing on the agenda of the 1950 Conference

of an item concerning collective agreements, conciliation and arbitration, and collaboration between the public authorities and workers' and employers' organizations.

The International Labor Office prepared a report on Labor Courts in Latin America, on the basis of which a number of Recommendations designed to improve industrial relations were approved. The ILO Governing Body approved the establishment of a Fact-Finding and Conciliation Commission on Freedom of Association, and the ILO was asked by the UN Economic and Social Council to proceed with the establishment of this commission on behalf of the UN as well as the ILO.

A fact-finding mission of International Labor Office officials went to Venezuela at the invitation of the Government to examine problems of labor legislation, including the development and functioning of the trade unions. Among the other countries to which advice on labor law or labor relations was given during 1949 were Lebanon, Iran, and the Federation of Malaya.

3. Employment. Emphasis was placed on efforts to increase the supply of skilled manpower that is required to raise productivity throughout the world. A Technical Training Office for Asia, the function of which is to advise and assist in the solution of manpower problems, was opened at Bangalore, India, and plans were made for a similar office in Latin America. A manpower field mission was also sent to Italy.

Work aimed at stimulating the training of supervisors in Europe was carried on in France and at headquarters in Geneva. Handbooks describing employment service organization in Canada and France were prepared, and several others were planned.

4. Migration. The ILO General Conference, at its 32nd session, approved a revised International Labor Convention setting forth international minimum standards governing the treatment of migrants for employment. A revised Recommendation on this question was approved at the same time. Work on matters relating to migration was carried on by the Manpower Field Mission in Italy. Assistance on migration problems also was furnished to other countries.

5. Problems of Particular Industries. Five of the Organization's industrial committees held meetings during the year to consider various questions relating to the particular industry of

each committee. The committees were those dealing with the building industry, coal mining, inland transport, the metal trades, and iron and steel production. A total of 18 reports was prepared by the International Labor Office for these meetings, and after discussing them the committees made various recommendations on the problems with which they dealt.

6. Maritime Conditions. The General Conference approved the revision in minor detail of three of the Conventions adopted in 1946 governing the working conditions of seamen.

A three-member committee appointed by the ILO Governing Body conducted an investigation of safety and working conditions on ships flying the Panama flag. The committee studied Panama's legislation on the subject and the machinery for applying it. It also inspected Panamanian ships in ports in the United Kingdom, Belgium, France, Italy, Egypt, and the United States. The inquiry was undertaken at the request of the Panamanian Government, following a complaint of the International Transport Workers Federation.

7. Social Security. Preparations were made for a session in New Zealand, early in 1950, of the Committee of Social Security Experts. This meeting was expected to prepare the ground for the consideration by the General Conference in 1951 of a new general social security Convention.

8. Employment of Women. Preparations were made for a discussion by the 1950 General Conference of the question of equal remuneration for work of equal value for men and women workers. A report setting forth the law and practice on the question and analyzing the nature of the problem was prepared by the International Labor Office and transmitted to Governments. The Office continued its study of vocational training and employment opportunities for women, both in relation to the problem of equal remuneration and in relation to the manpower problems of various countries.

9. Industrial Safety. A Model Code of Safety Regulations for Underground Work in Coal Mines was completed. This code is designed to give guidance to Governments and industry in coal-producing countries in the framing and applying of safety laws and regulations. During the year the final revision of the Model Code of Safety Regulations for Industrial Establishments, which had been drawn up in 1948, was also completed. Work was begun on a model code of civil engineering regulations, and on a model code for the chemical industry. A study of the law and practice relating to coal mine safety throughout the world was begun, and publication of a series of safety handbooks was continued. The Industrial Safety Survey continued to be published quarterly in English, French, and Spanish editions.

Schoolmaster on Wheels

An Australian Experiment in Rural Education

By MARGARET LAWRENCE

A LONG the narrow roads of the heavily-timbered, mountainous southeastern corner of Australia rolls a large, dark-green caravan. Its driver, John Heffernan, has the most unusual job of any teacher in Australia.

His work as itinerant welfare officer and rural schools expert for the Victorian Education Department represents the latest experiment in Australian rural education.

The fact that Australia's population is so scattered has provided special problems for Australian educationists. About two-thirds of the country's schools employ only one teacher, though they serve only 14 per cent of the total school population.

The two branches of educational method in which Australia's contribution has been outstanding—the correspondence school and the rural school—are both part of the campaign to bring education to the children of the outback. The appointment of an itinerant Group Leader is a significant development.

East Gippsland was the district selected for the experiment. It is an area of approximately 9,000 square miles, changing as one travels eastwards from rich dairying country to steep, thickly-wooded, well-watered mountains, where settlements are few and far between.

Most remote school in East Gippsland is Wangrabelle, on the far eastern border of Victoria

and New South Wales. Two of its 12 pupils go to school only in the summer, because the creeks are impassable in winter. The father of three others gets his living by trapping dingoes and foxes at a sheep station (ranch) over the border. His wife trekked for 15 miles through the bush to the schoolhouse and set up house in a nearby hut, because she was determined that the children should go to school.

None of the 12 children has ever been to a city, none of them has ever seen the sea. Their teacher, Don Keir, a young Melbourne ex-Serviceman, seldom leaves the farm where he boards from one term holiday to another. No wonder teacher and children looked forward to Mr. Heffernan's visit as the event of the year.

To this lonely schoolhouse one day came the rural schools officer. The children were on the lookout for the caravan from early morning. It was just as well, as the thick bush—towering, white-trunked blue gums, grey-green stringybark saplings, ferns, brambles, and bracken—hid the school from the bumpy, twisting dirt road along which Mr. Heffernan was driving. He left the caravan at a camping site near the creek and walked with the boys for a mile or so to the weatherboard, tin-roofed, one-room school building.

For the teacher he brought a compact, carefully chosen collection of aids to rural education. There were the latest textbooks on the subject, a model rural-school library, pictures, charts, examples of project and craft work.

A film projector, educational film strips, a wireless (radio), and textbooks on how to follow up and make the best use of school broadcasts and educational films were unpacked under the wide-eyed gaze of the youngsters.

While Don Keir was browsing through these aids, Mr. Heffernan took over his classes. He has found that most men teachers are self-conscious about teaching such subjects as singing and voice production. So he started the ball rolling with some rollicking songs—"Old Roger" and "Jimmy Monkey"—and in five minutes had the children singing and laughing and making the appropriate gestures. In five minutes more the young teacher was joining in the fun.

At night Mr. Heffernan met members of the school committee, the mothers' club, and other local organizations, and discussed the school's problems with them, demonstrating the use of the projector and explaining its educational value.

So successfully did he stimulate their interest in the school that the parents determined to ask the Education Department to provide them with a projector, and started a fund to pay one-third of the cost. The Department will pay the remaining two-thirds.

Mr. Heffernan spent several evenings with Don Keir, who was finding his first job rather a lonely and bewildering affair, and before long had won his complete confidence. They had long talks about how Keir should adjust the academic theories he had learned at the Teachers' Training College to the practical necessities of his own district, the older man's experienced judgment pointing the way to a successful solution of the young man's problems.

At the end of four days Mr. Heffernan packed up his stores and said goodbye, leaving behind him a teacher, pupils, and parents who had learned a great deal from his visit.

Experienced teachers and those at schools along the railroads and highways have gained as much from Mr. Heffernan's visit as young teachers in remote towns. One of them is Reg Jackman, of Swan Reach State School, 185 miles southeast from Melbourne on the main Gippsland highway.

Jackman is so keen on his job that he has compiled a history of the school, and is organizing University Extension lectures in the district. Because the school building has no electricity, he has rigged up an extension from the wireless in his own home next door to a loud speaker.

He is enthusiastic about the Group Leader scheme. "In the nine years I've been at this school I haven't once seen another teacher give a lesson," he says. "I don't know whether my methods are out of date—whether I'm in a groove or not. Seeing the methods of a teacher like Mr. Heffernan and discussing things with him is a challenge, an inspiration that makes a man take stock of his work as a whole and in detail.

"We get hints and instructions from the Education Department—but printed instructions on, say, teaching a new folk dance are a very different thing from seeing a demonstration lesson given by an expert.

"Rightly or wrongly, the country teacher tends to feel that the Department has forgotten him. This service helps dispel his feeling of isolation, makes him feel the Department is not quite so unapproachable."

Another teacher, who was full of complaints about his board and lodging, found his troubles lightened after Mr. Heffernan had a quiet talk with the landlady. Another was grateful for his help in composing a letter to the Department about repairs to the fences and school buildings. Others have found their school committees much readier to spend money on improvements and "extras" after a discussion with Mr. Heffernan.

As Reg Jackman summed it up: "This idea of the itinerant Group Leader seems to me the simplest, cheapest, and most practical way of solving most of the country teacher's problems. The Group Leader is not like an Inspector; rather he's a middleman, a sort of buffer between the teacher and the Department. I'd call him the 'teacher's friend.'"

Mr. Heffernan brings to his work the experience of 12 years' teaching in rural schools, and of four years in charge of the practice rural school at the Teachers' Training College in Melbourne, where student teachers get practical experience in teaching five or six grades simultaneously.

Since "going bush" in East Gippsland he has been so deeply bogged that it needed a tractor to drag the caravan out of the mud; he has had to order fresh bread and meat from 60 miles away; and he has slept with a tarpaulin tent over his bed under the caravan's leaking roof.

He has taken such inconveniences with a smile because, he says, "I have been thrilled by the splendid work these teachers in remote areas are doing. I feel privileged at being able to help with that work."

During his five months on the job he has visited 45 one-teacher schools, with an attendance of from 10 to 25 children, all under 14.

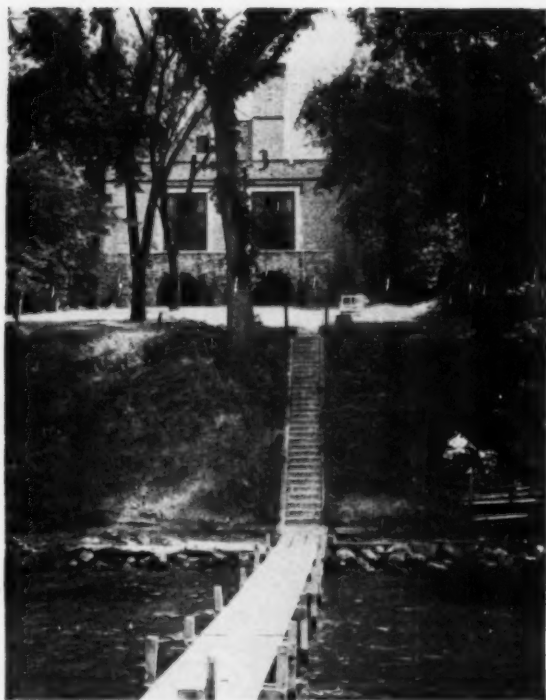
At the end of six months' experiment the Department of Education will decide whether to continue the scheme. If the verdict is favorable, probably eight to ten officers will be appointed to different circuits throughout rural Victoria.

TOP: Some of the 23 pupils arrive at Johnsonville State School, a typical Australian country school, to find John Heffernan and their teacher waiting for them.

CENTER: Mr. Heffernan finds interested spectators as he unpacks his stock of aids to rural education from his caravan at Swan Reach State School.

BOTTOM: Long after school is dismissed the teacher and Mr. Heffernan are still discussing the latest ideas in rural education. Note the group of children peering through the window.





Seventh Annual

To Be Held in the Stimulus
August 6-19, 1950

● Phi Gamma Delta House, where AFT members attending the 1950 AFT Summer Workshop will live. The photograph shows one of the two private swimming piers reserved exclusively for the use of those attending the University of Wisconsin Summer School for Workers.

WHEN members of the American Federation of Teachers gather for the Samuel Gompers Centennial Workshop at the University of Wisconsin School for Workers, they will be visiting one of the most beautiful college or university campuses in the nation. Located on the shores of beautiful Lake Mendota, the Wisconsin campus has long been the summer school student's delight. The university's buildings and dormitories occupy a mile-long stretch on the south shore of the seven-mile long lake, looking north at a point where it is five miles wide.

To the west of the campus, within easy hiking distance, lies the university's five-hundred-acre recreation preserve, "Picnic Point," jutting almost a mile out into the lake, a primeval setting where prehistoric Indian garden mounds may still be seen. This area is reserved exclusively for recreation and no cars are permitted in the area to mar the beauty of the surroundings. To the east, occupying about a half mile of the shore line is Wisconsin's "fraternity row" and in one of these houses, the Phi Gamma Delta House at 16 Langdon Street, students in the Workshop will live. Facing the lake with a broad, shaded

lawn sloping down to two private swimming piers reserved exclusively for the use of School for Workers and Workshop members, it affords an ideal spot for combining all the pleasures of a summer vacation with the fructifying experience of attending a significant session on the history and philosophy of the American labor movement as exemplified in the life of its greatest leader, Samuel Gompers. Adding the fact that the American labor movement's greatest historian, Professor Selig Perlman, will head the Workshop, one can readily understand that an opportunity is presented that will come very few times in a lifetime.

Varied Recreational and Cultural Activities

The "Phi Gam" house makes an ideal recreational center with its large main lounge, 26 x 45 feet in dimensions and two stories high, and with French doors leading out on the large porch overlooking the lawn and the lake. Here, students may engage in numerous recreational and educational activities during the afternoon and evening hours—lectures, discussion groups, forums, mock arbitration and collective bargaining sessions, parties, folk dancing sessions, amateur talent nights, to mention only a few. The School for Workers has been fortunate in securing the services of "Jim" Graham, one of the best recreational leaders available, to see to it that the students' leisure time will yield a maximum of enjoyment as well as education. He plays the piano-accordion while leading folk dancing—a

AFT Vacation Workshop

Creating Atmosphere of the University of Wisconsin

By VIDKUNN ULRIKSSON

field in which he is considered pre-eminent—and community singing. He is young, personable and full of vigor, and will assure a pleasant two-week stay.




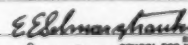
Culturally, the University of Wisconsin summer sessions rank among the best. The library of the Wisconsin State Historical Society and the University library will be available to members of the Workshop, who will also be eligible to participate in every phase of campus cultural activities. Leading figures in education, government, literature, and music are usually brought to the campus, while the famous Wisconsin Summer Playhouse, in the beautiful Union Theater, which has produced such actors and actresses as Frederick March, Uta Hagen, and many others, will present a full repertoire of plays during the entire summer session.

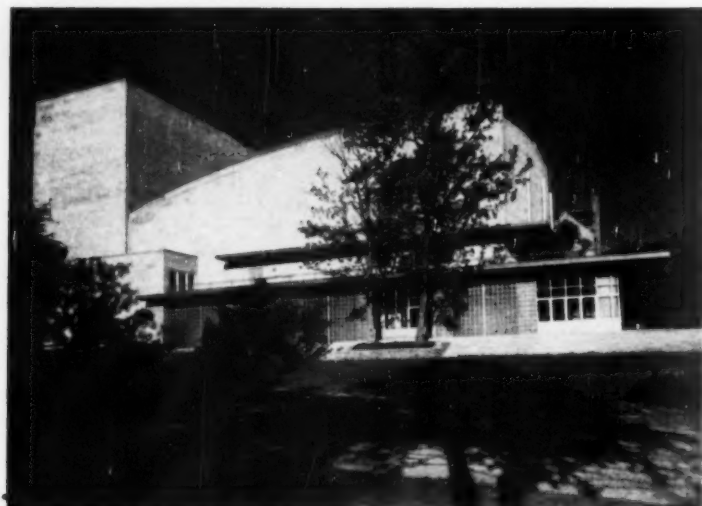
Madison Located in Area of Scenic Beauty

The area surrounding Madison is rich in historic interest and scenic beauty. In addition to

Lake Mendota, there are two other lakes within the confines of the city, while the entire surrounding area is one of great scenic beauty because of the unglaciated area and the kettle moraine area located within a hundred-mile radius of the city. Wisconsin Dells, nationally famous resort, located only fifty miles away, is still a beautiful and interesting spot in spite of over-commercialization. On the way to The Dells is Devil's Lake, a jewel set deep in the rocky Baraboo hills, and a favorite recreation spot. To the west lies Blue Mound, highest spot in southern Wisconsin, Taliesin, famed Frank Lloyd Wright School of Architecture, Wyalusing State Park overlooking the mighty Mississippi where it is joined by the Wisconsin, with its heroic statue of Chief Blackhawk of the Winnebagos, who was driven through the very grounds where the university now stands during the Blackhawk War in 1832. Sightseeing trips to these and other points are usually arranged for the mid-Sunday of the institute.

● This is a facsimile of the certificate that will be given to every AFT member who completes the course at the AFT Summer Workshop.

The University of Wisconsin	
University Extension Division	
	
This Is to Certify That	
MARY DOE	
Has Satisfactorily Completed Advanced Training in American Labor History, Current Economic and Political Issues, The World Scene in 1949, Equivalent of Two Semester Credits, in the 1950 American Federation of Teachers Institute As Outlined by the	
School for Workers	
 August 19, 1950 DATE	  L. H. Adelson DIRECTOR UNIVERSITY EXTENSION DIVISION



● In this beautiful Union Theater the famous Wisconsin Summer Playhouse will present a full repertoire of plays during the summer session.

Accommodations, Classes, Costs

Members of the Workshop will not only be housed at the "Phi Gam" but will have their meals served in the spacious dining room of the house.

Classes will be held in the regular university classrooms located just five blocks from the dormitory.

Registration will be held from 2 P.M. to 5 P.M. on Sunday afternoon, August 6. The opening orientation meeting will be held at 7:30 P.M. the

same evening in the Phi Gam lounge, where students will receive classroom assignments and schedules and meet the staff and faculty.

The cost for the two-week institute is \$70, which covers tuition, room and board, exclusive of Sunday meals. For further information, write Florence Roehm Greve, director of Research, American Federation of Teachers, 28 East Jackson Boulevard, Chicago, or Dr. Ernest E. Schwarztrauber, Director, the University of Wisconsin School for Workers, 1214 West Johnson Street, Madison 5, Wis.

CARE Food Packages Bring Aid To Retired Teachers in Italy

PENSIONERS in every country are undoubtedly hard-pressed to make their incomes meet current living costs.

But here in Italy, where one person in every 15—the elderly, the sick, the war-wounded—is receiving some form of small government pension, the situation seems particularly acute. Retired school teachers, especially, are caught in the pension squeeze.

Typical of their plight is 72-year-old Miss Anna Tailletti. A small, gray-haired woman, she taught elementary school in Rome for 43 years and now receives a government pension of \$35.38 a month.

Miss Tailletti's eyes filled with tears when a delivery man brought a CARE food package to her small room at Filiberti 257 in Rome. She knew what that CARE package would mean, for two years ago she had received a CARE food parcel she used so sparingly it lasted five months!

"But this package means even more to me," she rejoiced. "I have an eye infection. I need \$12 for special treatments. I have been trying to save the money for a year. Now I can do it. I can save more than that on the food I won't have to buy."

Actually, the items in the \$10 CARE food package would cost \$19.20 on the Italian market today. And the reasons Miss Tailletti has been

unable to save the needed \$12 are easy to see when one studies her budget:

Rent for her small, unheated room, in a blocked-rental building, costs \$4.50 a month. The most careful use of gas and light takes another \$1.50. Medicines—she also has a heart ailment—cost her about \$3 every month. That leaves Miss Tailletti less than a dollar a day for food. Yet, Italian government officials estimate that a minimum diet, at current prices, must cost at least \$1.10 a day. As for other necessities—

"I don't have any heat, because I can't pay for it," Miss Tailletti related. "And I don't buy any clothes because they're too expensive."

CARE representatives had no package to offer when they called upon 63-year-old Carolina Scotti, referred to them as another typical pensioned teacher. Miss Scotti is a woman rich in culture—some 900 books line the walls of her fifth-floor apartment in Rome. But there her wealth ends. After teaching elementary school for 29 years, she now must try to support herself and a 61-year-old invalid sister on a monthly pension of \$43.35.

Miss Scotti's skin is still youthfully clear. Her hazel eyes are sharp and penetrating. She held a "bottle filled with hot water—"to keep heat on my hands"—while her soft voice gave the list of her expenses:

Rent for her apartment, in an old building on Via Napoleone III set aside by the government for teachers, is \$5 a month. Gas and electricity come to \$7. Though a thermometer in the room where the sisters spend most of their time registered only a few degrees above freezing, there was no heat. "We have no lire to pay for it," Miss Scotti explained. The remaining \$31.35 of her pension must go for food for herself and her sister.

"We eat mostly greens, bread, and cheese," Miss Scotti said. "At the end of the month, when my pension runs out, we often take a piece of bread and cheese to bed with us and that is our supper."

For clothing, the Scotti sisters manage with what they have had for years, plus the garments left by two other sisters (also former teachers) who died within the past three years. Did they receive any other help beside the pension?

"Two years ago some kind people asked at the school where I taught, the Dante Alighieri, for the address of a needy pensioned teacher. The gentle people came and left a CARE package. It was

Has Your Local Returned The Commission's Questionnaire?

The AFT Commission on Educational Reconstruction wishes to thank those locals which have already replied to the questionnaire sent to them recently by the Commission. A large percentage of the locals have responded, but since the Commission would like to have information from as representative a group as possible, it urges those locals which have not yet returned the questionnaires to do so within the next few weeks.

Replies should be addressed to the chairman of the Commission, Arthur Elder, at the ILGWU Training Institute, 1710 Broadway, New York 19, N. Y.

wonderful. My house seemed to be filled with food—the package lasted us two months."

What would the sisters like most to have now?

"We don't really need clothes, because we hardly ever go out. Most of all we need food. The best thing would be another CARE package."

The Miss Taillettis and Miss Scottis are to be found by the thousands here. They are living in a Europe the average American tourist never sees—the every-day Europe of people who have no American dollars to buy the food and other goods on display in the tourist shops. It is to them that the \$10 bills sent to CARE, 20 Broad Street, N.Y., (or local CARE offices) continue to bring the needed help and hope that comes with every CARE food and textile package from America.

AFT Committee on Pensions Reports Progress

James Fitzpatrick, chairman of the AFT standing committee on pensions and retirement, reports that his committee is analyzing a number of the better retirement systems for teachers and is planning to report its findings to the 1950 AFT convention in Detroit. It is hoped that from these data a convention committee will evolve some general suggestions concerning desirable provisions in teachers' retirement systems.

The Human Relations Front

By LAYLE LANE, Chairman of the Committee on Democratic Human Relations

*"Here lies the tragedy of our race!
Not that men are poor;
All men know something of poverty.
Not that men are wicked;
Who can claim to be good?
Not that men are ignorant;
Who can boast that he is wise?
But that men are strangers."
Anonymous—"Community News."*

DEBITS

William E. Riker, mayor of Holy City, Calif., will be a candidate for the third time for the governorship of the state. He is campaigning on the platform of total segregation of all persons in the state not of Caucasian origin. California is being flooded with profusely illustrated, costly pamphlets attacking all racial minorities. Groups attacked are concerned with locating the source of Riker's funds.

* * *

The National Farm Labor Union, in its report on the conditions of farm workers in 1949, shows one of the darkest spots in human relations in American life. The exploitation of the "wetbacks" (illegal Mexican entrants) is appalling. They live in crude huts or sometimes under a tree; they buy their food from farm-owned commissaries at premium prices and dare not complain for fear of deportation. Their work day is 12 hours. In one section of the Imperial Valley, Calif., 461 wetbacks were turned over to the Immigration Service in one week for deportation and denied the wages due them.

* * *

The United Parents Association of New York criticized the Board of Education textbooks on reading and social studies because they contained no favorable pictures of any minority racial group. "Although it is most important that books with objectionable passages be not used in the schools," stated the UPA, "it is not enough. The book must build; it must create in a child who reads it a feeling of the worth and dignity of human beings."

* * *

The Protestant Episcopal Diocese of Michigan voted against a proposed amendment to its church rules which would permit the election of women to local vestries. This action will prevent women from having equal rights with men in the administration of the church in which they are members and pay dues.

* * *

The House of Representatives defeated H. R. 5953, a bill which would have donated to the CARE Book Program \$1,200,000 earned by conscientious objectors during the war. The money was not paid to the CO's but was held by the U.S. Treasury.

CREDITS

The Attorney-General of Illinois has filed suit against the White Circle League of America because it "has spread scurrilous literature through the city, county, and state." The organization aims to uphold white supremacy.

* * *

Henry Root Stern, Chairman of the New York State Board of Social Welfare, in speaking at the annual meeting of the National Urban League, warned minority groups "that their campaign for social and economic equality might be defeated if they did not avoid oversensitivity in their relations with majority groups and bigotry against other minorities."

* * *

The Mississippi legislature in its recent session took first steps toward making the segregated educational system for Negroes equal to that for whites. It appropriated \$3,000,000 toward bringing salaries of Negro teachers up to those of white teachers with the same qualifications, and \$3,000,000 for school buildings and bus transportation for Negro pupils.

* * *

Seattle, Wash., will have two teachers of Oriental descent as a result of recent action by the local school board. Both are well prepared for their profession, Mrs. Lum having a master's degree from Columbia, and Miss Suguro a degree in education from the University of Seattle. According to Superintendent Fleming they "will teach in whatever school there is need for a teacher of the grades they teach."

* * *

In July the National Conference for Christians and Jews will hold a four-week workshop for teachers in the District of Columbia. The workshop will be interracial and its purpose "will be to provide intensive training in the philosophy, techniques, and skills of education for democratic group relations."

* * *

The Protestant Film Commission has produced three motion pictures that teach fair play and religious and racial understanding. The films are: "The Birthday Party," "A Job for Bob," and "What Happened to Jojo."

BOOKS AND TEACHING AIDS

Teaching Arithmetic Through Play

CHILDREN DISCOVER ARITHMETIC, by Catherine Stern. *Harper & Brothers*, New York, N. Y. 1949. 295 pp. \$4.50.

Dr. Stern gives an interesting account of her experiments with children in the Castle School, of which she is the founder and director. Through play the children discover, interpret, and practice mathematical relationships.

Like Brownell, Dr. Stern rejects counting as an initial step in teaching numbers to young children. Instead, her approach is based upon measurement. The children use varicolored blocks that represent 1 unit, 2 units, and so on to 10 units. They build "a stair" and become familiar with the place of each unit. By matching they discover its relation to the other blocks, and find out the many combinations of smaller blocks that measure the same as a complete longer unit. Thus they discover the "structure" of our number system—hence the subtitle of the book.

The sequence of teaching is similar to the one suggested in the "Philadelphia Arithmetic Guide": developing first the number concepts, then the number names and symbols verbally, and finally the written language. Philadelphia teachers will find much that is familiar in this book, since it is based upon the Meaning Theory.

The children develop the concept of numbers as certain sized magnitudes, learn the structure of each magnitude, then the relationships that exist between numbers: addition, subtraction, multiplication, and division. They study the structure of our number system and trace it through decimal fractions. They are taught the structural relationship of denominate numbers, and are shown the analogy among fractions, 2-place numbers, and denominate numbers. These, they "learn" by insight. They use each basic skill as a key to the solution of many related number facts.

Dr. Stern, like Thiele and the "Philadelphia Guide," recommends and demonstrates how children may formulate generalizations after many experiences with materials. However, she calls them "structural techniques." They include "the doubles and their neighbors," bridging, adding and subtracting ten, adding and subtracting 9. The children use them in finding solutions in new situations and in reconstructing a forgotten fact.

The children in the study have developed insight and competence. This story of their growth in understanding is another valuable and interesting report of the effectiveness of the Meaning Theory of Arithmetic.

Dr. Stern places great emphasis upon the materials the children use: the Counting Board, Pattern Boards, the Unit Box, and Number Cases. She stresses the fact that most of the work is developed through play. However, it appears that the good results are due primarily to her own pedagogy and knowledge of mathematical

principles. Teaching 2- and 3-year-old children who "are playing happily with the blocks and cases" to write symbols is rather questionable practice. Also questionable is the tendency to sugar-coat the whole process and make everything a game, a race, a code, or a trick. Arithmetic is intrinsically interesting to children. Approach through concrete materials should make it more so. If children need so many devices, is it not reasonable to assume that they are too young for having material imposed upon them? In some other minor details the book differs from the "Philadelphia Guide": problems are introduced only after computation has been mastered, and children are taught to rely heavily on cue words. The chapter "From the Thousands to the Thousandths" would be more helpful if it were more detailed.

The material in the book is arranged in five parts and contains 22 chapters. Each chapter consists of three parts. In the section entitled "The Nature of the Task," the basic concepts involved in a new task are defined; in "Experiments" the actual teaching procedures are described; in "Achievements," the children's accomplishments in terms of concepts and abilities are summarized.

VIRGINIA H. SELLER, *Local 3, Philadelphia, Pa.*

For the Kindergarten Teacher

TEACHING THE YOUNGEST, by Mabel Louise Cullin. *The Macmillan Co.*, New York, N. Y. 1949. 223 pp. \$2.50.

This book is intended to serve as a guide in planning the conferences of student teachers in a laboratory school and as a guide to the student teacher herself. The author believes many things are done for the nursery school child and the first grade child, but almost nothing for the kindergarten child. She believes the kindergarten child is allowed to carry on the activities with the barest minimum of teaching direction.

She stresses the importance of an incidental role of English in the form of story telling, picture reading, story reading, poetry, etc., as being an interesting and vital experience to the child. She also discusses the importance of holidays and excursions, and the place and amount of emphasis needed. The chapter on "Work Time" explains how to care for tools, and introduces materials so that a sensible, practical procedure is used, making for intelligent management. The "Guidance" chapter includes suggestions for fostering wholesome attitudes toward routine procedures and toward teacher-mother relationships. It also describes the desirable characteristics of the teacher, stressing the teacher's voice and manner. The role of "Beauty and Hygiene," "Rhythms," "Games," "Music," and "Play" is discussed in each chapter. As a conclusion, the integration of all these with the skills is very well outlined and explained in detail.

This book is very well organized and would be a very good aid, not only to beginning teachers, but to

anyone having any problems in management, discipline, or curriculum.

G. NAOMI B. FUNDERBURG, *Local 3, Philadelphia, Pa.*

Miscellaneous Materials

- **LEADING AMERICAN STATESMEN TO 1865**, by John P. Dix. McKinley Publishing Co., Philadelphia, Pa. 64 pp. Paper, 75c.

The author has managed to instill a great deal of human interest into the biographies he presents for use in enriching units in American history. High school students and teachers will find his quotations from the writings of some of the men dealt with especially worthwhile. The bibliographies applied should stimulate further reading.

- **LIST OF PUBLICATIONS OF GENERAL INTEREST**. Organization of American States, General Secretariat, Pan American Union, Washington 6, D. C. 13 pp. 1949.

An annotated bibliography of publications of the Pan American Union, in English, intended for the use of individuals and groups interested in the Latin American countries and in inter-American relations. The list is arranged by subjects. An index makes location of desired material relatively easy. Many of the items listed are available to teachers free of charge.

- **OUR REMAINING LAND—WE CAN USE IT AND SAVE IT**. Soil Conservation Service, U.S. Dept. of Agriculture, Washington, D.C. 1949. 12 pp.

A tiny but valuable pamphlet that tells what has been done to conserve soil in the past and what plans are made for the future. The material is well within the comprehension of high school students.



- **HOW TO REACH YOUR PUBLIC**, by Aileen Pelletier Winkopp. Winkopp Associates, 359 High St., Closter, N. J. 33 pp. 1949. \$1.00.

This new handbook on the why and how of publicity releases is intended primarily for persons who find themselves publicity chairmen of organizations without having had any training in journalism. It deals with the rudiments of preparing news copy, reports of meetings, and other publicity. There is information on how copy should look, when it should arrive at the newspaper office, what words to use and to avoid, and how to use pictures. Samples of good publicity articles are given. All in all the handbook seems to have been tailored for the use of the average publicity chairman in an AFT local.

Mrs. Winkopp is director of public relations at Barnard College, New York City.

- **STREAMLINE YOUR READING**, Life Adjustment Booklet, by Paul Witty. Science Research Associates, 228 So. Wabash Ave., Chicago 4, Ill. 1949. 53 pp. Single copies, 60c; discounts on quantity orders.

This pamphlet was prepared by Dr. Witty for teenagers. In sprightly fashion it shows them why reading is important both in the school and on the job and how both reading skill and comprehension can be improved. Dr. Witty has also prepared a brief *Instructor's Guide* for use with the pamphlet.

- **THE LIBRARY KEY: AN AID IN USING BOOKS AND LIBRARIES**, by Zaidee Brown. H. W. Wilson Co., 950-72 University Ave., New York 52, N. Y. 149 pp. 70c.

A new edition of an old standby used since 1928. It is intended for senior high school students, teachers, and adult readers who wish to become familiar with reference books and library tools.

- **HOW TO SET UP A LABOR INSTITUTE**. 5 pp. 15c.

- **HOW TO RUN A UNION MEETING**. 46 pp. 25c.

These two pamphlets are among others listed in a bibliography entitled *Books for Workers* published periodically by the Workers Education Bureau (AFL). They may be obtained from the Bureau at 1440 Broadway, New York 18, N. Y.

HEARING THEMSELVES AS OTHERS HEAR THEM

These children, members of the kindergarten at the Liverpool, N.Y. Grade School, are playing with a General Electric "Playtalk." According to the principal of the school, this novel toy is being experimented with to help build confidence and speaking ability in small children. The children are naturally bashful at first, he said, but they quickly overcome this shyness and all become anxious to sing or recite into the microphone. The "Playtalk" enables children to record their voices and hear them played back by means of a paper record which can be used over and over again. It is so simple to operate that small children can learn to use it.

NEWS FROM THE LOCALS

Los Angeles Meeting of Southern California Locals Is Informed: "Lack of money is a myth; funds are often hidden" in budgets

"The battle for freedom is never won; it must be fought by each successive generation." With these words, Irvin Kuenzli, AFT secretary-treasurer, drove home the point of his address, "Strengthening Democracy Through Labor and Education," which keyed the "Democracy in Education" conference held March 18 at the University of California in Los Angeles.

Sponsored by southern California locals of the AFT and the Institute of Industrial Relations at the University, the conference attracted teachers from as far south as San Diego and as far north as Santa Barbara.

Outstanding leaders headed conference groups, which discussed Spending School Money, Improving Teaching Conditions, and Building a Local Union Program. The findings of these study sections were reported later to the general assembly.

Lack of money for teachers' salaries is a myth; the money is there; it is hidden—so learned the group studying School Money, led by Dan Johnston, labor economist with the National Labor Bureau. A customary device to "hide" money is for the Board of Education to underestimate the expected tax revenue by 10%, then discount 10% for ex-

pected delinquencies. These amounts are then not put into the budget for the coming year. Actually, about 18% of this unbudgeted 20% is paid and becomes a "surplus" each year for capital outlay, etc. Other devices are to overestimate expenditures in the budget, which also provides "surpluses" for capital outlay. These moneys are then lost; when teachers ask for more equitable salaries they are shown a budget which cannot possibly allow them. Another interesting part of the report from this group was the fact that no business would consider using its current income for capital outlay; bonds are used for this purpose and current income is used for current expenses—salaries and maintenance. Boards of education alone budget current income for capital outlay, and so have insufficient funds for salaries and maintenance.

Ione Swan, dynamic supporter of organized labor, staunch friend of the teachers' union, and principal of a Los Angeles school, led the session on Improving Teaching Conditions. This group found that boards of education are more concerned with administrative welfare than with teacher welfare and so set up a school "monarchy" which is not

geared to good schools but to buck-passing. The hope for improved teaching conditions lies in freeing teachers from fear and in electing boards of education with the welfare of education at heart. Organized teachers backed by organized labor is the only answer.

Irvin Kuenzli and Aubrey Blair of the Los Angeles Central Labor Council headed the discussion group which explored the topics, Building a Local Union Program and Why a Teachers Union. This study session found that teachers need a union for the same reasons that all workers need a union: without it they are helpless. One of the best ways to build a local is to take a strong stand on an issue which teachers will rally behind, such as salaries. Printed material and letters have a very limited value in building a local. Most effective is establishing a positive program of positive values and fighting for it. Growth will follow.

All who attended the conference agreed that it was most valuable. Much was gathered to carry back to the various school districts to serve as inspiration and guidance for the year to come. On every side was heard, "We must do this again in the fall."

Two-Year Contract and Welfare Occupy 571

571 WEST SUBURBS, ILL.—Workshops preceding the opening of school seem to be growing in popularity. Leyden, Maywood, and South Berwyn have had such sessions. The county superintendent has ruled that the time devoted to participation in work shop activities is part of the school year; this is interpreted to mean that teachers are paid for attendance. Through the insistence of Local 571 this precedent was established at Leyden.

Cicero has been asked by the Board of Education to revise its master labor agreement to cover a period of two years. Cicero was among the first labor teaching bodies in the United States to embody its agreement with the board in a labor contract similar to those long used by trade unions. The contract covers many items concerned with teacher

welfare and working conditions. Hitherto the contract has covered only a one-year period.

Kenneth Story, president of Local 571, and Alfred Moser, president of the Leyden Council of the local, appeared before the Commission on Education which was appointed last year by Governor Stevenson to study Illinois school problems. The AFT representatives asked that flat grants to school treasuries be not abolished until a satisfactory multifactor substitute could be supplied. Mr. Moser also urged that educational support from the state should approach 50% as it does in many progressive states. Finally, because Local 571 is primarily a teacher welfare organization, he asked the opportunity to present some teacher welfare proposals at the next hearing.

Honors Go to Two Members At University of Indiana

856 BLOOMINGTON, IND.—Professor K. N. Cameron, a charter member of the Indiana University Teachers Union, won the first prize of the Modern Language Association for his book on Shelley. The title of the book (now being published by Macmillan), is *Shelley—the Genesis of a Radical*.

A past president of Local 856, Dr. S. E. Luria, was appointed lecturer in zoology at Columbia University. In April he delivered the fifth series of lectures on "General Biological Problems," a field in which he is considered an authority. Last summer Dr. Luria was given a special invitation to attend the International Science Convention at Stockholm, Sweden, where he read a paper on "Biological Problems."

Dorothy Thompson Talks in Cedar Rapids Local Baffled by Rules on Meetings



Cedar Rapids Federation of Teachers sponsored a lecture by Miss Dorothy Thompson, well-known journalist and radio commentator. The presentation of Miss Thompson aroused much community interest in Local 716 and was a public relations feature that paid well.

716 CEDAR RAPIDS, IA.—The Cedar Rapids Federation is now concerned with the problem of compulsory attendance at state association meetings. In the spring of 1949, the Board of Education adopted a resolution providing that: "Schools shall be closed each year, alternately, for the district and state conventions. Teachers are expected

to participate in one or more of the following: (a) the district or state convention of the I.S.E.A.; (b) a district or state meeting of the AFT; (c) school visitation." Recently the administration apparently set aside this ruling and replaced it with a motion requiring teachers to attend the state association meeting. Local 716 is asking for a clarification of these conflicting rules.

Springfield, Mass. Local Reports On Recent Activities in Various Fields

484 SPRINGFIELD, MASS.—A news release sent by Irma F. Connell, chairman of the publicity committee of the Springfield Federation of Teachers, reports the following recent activities of the local:

1. A grievance committee has been appointed. All grievances will be studied carefully and the facts on both sides examined with the utmost fairness before matters are presented to the proper authorities.

2. The local has received the Distinguished Public Service Award from the Children's Hospital of Boston for supporting the Children's Hospital Medical Center campaign.

3. Milton Corbin has been elected to serve as the union representative in the Superintendent's Advisory Cabinet.

4. The local has instituted an "open door" policy at its executive board sessions so that members may know what the board is doing and how it is being done.

5. Col. William O. Brooks, a mem-

ber teaching at Technical High School, recently collaborated in writing *Modern Chemistry* by Dull, Brooks, and Metcalfe.

6. The local has been publishing a newsletter, the *Springfield Teacher*, to keep members and friends informed of union activities.

Third Annual Banquet Held in Longmont

955 LONGMONT, COLO.—Under the auspices of Local 955, northern Colorado members of the Colorado State Federation of Teachers gathered for their third annual banquet. This was the largest of the affairs so far arranged by the group. John M. Eklund, AFT president, addressed the banqueters. The *Colorado Teacher* reports that the success of this meeting has inspired the group to plan for an even larger one next year and that the spirit of the whole occasion is "a tribute to the progress of Longmont teachers in democratic trade unionism."

Clerks Appointed as Aids to L.A. Teachers

1021 LOS ANGELES, CALIF.—Clerks have been appointed to Los Angeles schools to assist teachers in whatever way they find most helpful. The committee of Local 1021 has been assured that the purpose of the appointment of this extra clerk is "to relieve teachers of non-teaching clerical duties."

This is an important beginning in the direction of freeing teachers for instructional duties. Too much clerical work is of a time consuming but purely routine nature and can well be done by some one trained for such work, thus giving the teacher opportunity for the planning, teaching, and guidance for which she has been trained.

West New York Evaluates Major Achievements

833 WEST NEW YORK, N.J.—West New York Federation of Teachers is evaluating its achievements as it celebrates the fifth anniversary of its founding. Among those in which it takes especial pride are, first, the size of its membership, which includes a majority of the teachers, nurses, and clerks, and second, a single salary schedule. In addition to a \$300 general increase in the schedule, two bonuses of \$300 each have also been won. At the request of the union the Board of Education has also changed the college credit requirements for salary increments.

Board President Praises Kansas City Local

691 KANSAS CITY, MO.—The Kansas City Teachers Union received a tribute from Butler Disman, retiring president of the Kansas City, Mo., Board of Education. In the course of a talk before the Central Labor Union, he said, "As I look back upon my twelve years on the Board of Education, I can see it as a period in which my appreciation of the teacher organization affiliated with your group (Local 691) grew annually. I have come to realize that it merited even more respect."

In view of the fact that much of the difficulty of teachers affiliated with the AFL is the result of undemocratic attitudes among members of boards of education, this was indeed a statement to be appreciated.

Seattle Has the Answers to the Questions: What Has the Union Done? Why Join Now?

200 SEATTLE, WASH.—The *Seattle Teacher*, publication of Local 200, answers the question, "What has the union done?" with the following accomplishments: first, it pioneered in the field of teacher tenure back in 1929, when the famous Satterthwaite case was carried to the Supreme Court of the State of Washington. Teachers with long memories will recall that as the case in which teachers opposed signing a contract in which there was a clause stating: "I am not a member of the American Federation of Teachers, nor of any local thereof, and will not become a member during the term of this contract." The successful fight against this "yellow dog clause" was a victory, not only for Seattle, but for the teachers of the whole country and proof of the strength of unified national effort.

Second, in 1945 Local 200 proposed and worked successfully for a \$100

a month pension.

Third, it won the acceptance of the educational unit as an equalization factor.

Further, it has worked on the selection of candidates for the board of education, extra-curricular pay, and contract status for married women teachers.

The question, "What is the union doing now?", is answered by an impressive list. Among the problems on which the union is now working are included a study of the retirement fund, the remuneration of critic teachers, salary and budget matters, the consideration of grievance cases, and cooperation with other local groups for both teacher and community welfare.

As for what the union will do, it pledges that the direction of its activities will be decided by the membership in the democratic manner appropriate for a union.

St. Louis Celebrates Its 15th Anniversary

420 ST. LOUIS, MO.—The 15th anniversary of the founding of Local 420 was celebrated on April 19 at a banquet and program to which not only members of the local were invited, but also members of other AFT locals in the area and various labor officials.

The featured speaker for the occasion was Stanton Smith, president of the Tennessee State Federation of Labor, who served as an AFT vice-president for a number of years. In his talk on "Some Experiences of Labor in Political Action," he described the part played by organized labor in the 1948 elections in Tennessee.

Schlesinger Speaks At New York Luncheon

2 NEW YORK, N.Y.—At the spring luncheon of the New York Teachers Guild, Local 2, Arthur M. Schlesinger, Jr., was the principal speaker. Mr. Schlesinger is the author of *The Age of Jackson* and *The Vital Center*, and his talk made the luncheon a memorable event. During the morning conference panel discussions were held on the "Expanded School Welfare Program," "Homogeneous Grouping," and "The Public Influence in our Schools."

Louise Erbe, president of the local, acted as mistress of ceremonies.

Paul Preiser, vice-president of the local and formerly an AFT vice-president, presented a brief sketch of the history of the local. Mr. Preiser is a charter member of the Teachers Federation of St. Louis and St. Louis County, and played an important part in the organization of the local.

Bloomington Is Host To Illinois Meeting

276 BLOOMINGTON, ILL.—Local 276 acted as host at the reception which opened the annual convention of the Illinois State Federation of Teachers, held on April 1. Between the morning and afternoon business sessions there was a luncheon meeting at which there was an address of welcome by the mayor of Bloomington, followed by short talks by AFT President John M. Eklund and AFT Secretary-Treasurer Irvin R. Kuenzli.

Guests at the luncheon included state representatives, local labor leaders, AFT Vice-President Mary Wheeler, and the executive secretary of the Illinois State Federation of Teachers, Charles M. Kenney.

Four members of the new local at the University of Illinois were introduced at the luncheon.

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Portland Contributes to Labor Scholarship Fund

111 PORTLAND, ORE.—The Portland local has voted to contribute \$25 to the scholarship fund of the Oregon State Federation of Labor. Each year the Federation awards two or three \$500 scholarships to high school seniors who make top scores in an examination on labor and industrial problems. This year three scholarships are to be awarded.

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State particular places of interest. Mode of travel.

Organized Teachers Raise Standards, AFT President Tells Duluth Groups

692 DULUTH, MINN.—"America's Stake in Education" was the theme of a series of talks by John Eklund, AFT president, before Duluth business and professional groups recently.

During his three-day visit to Local 692 he addressed the Arrowhead Civic Club, the Lions Club, and the Kiwanis Club. He also participated in a conference with the officers and members of the salary committee of the Duluth local.

The highlight of Mr. Eklund's visit was a dinner meeting held for members and guests of Local 692 and members of locals in the surrounding area.

Before a group of over four hundred teachers, principals, supervisors, and Board of Education members, Mr. Eklund asserted that organized teachers have raised teaching standards by insisting that boards of education refuse to employ those who do not meet minimum qualifications. This insistence protects the public, which often is too complacent about educational responsibilities.

He stated that in democratic schools teachers have expanded their responsibility to include self-determination of working conditions, wages, and content of instruction.

In discussing the rights of teachers, Mr. Eklund said:

1. Reasonable tenure laws should be adopted to protect teachers from arbitrary administrators and school boards.

2. Teachers should not be the victims of arbitrary transfer.

3. A democratized administration should enable teachers to share with administrators the making of important decisions and the carrying out of policies.

4. Methods of promotion should be improved and expanded to include teacher participation.

5. Salaries should be adequate to attract qualified people into the teaching profession.

That Mr. Eklund's talk was well received by teachers, principals, supervisors, and board members alike is evidenced by the remark of one of the board members: "That was the best discussion on education I have heard. This evening was well spent."

A teacher said, "This is the best thing our local has done in many years."

Much enthusiasm has been aroused among our own members, and an attitude of respect for and understanding of some of the problems of those engaged in the educational fields is more apparent among our civic and professional leaders.

Local Solves Problems of Sick Leave and Pay for Summer Study or Travel

331 INTERNATIONAL FALLS, MINN.—Among recent achievements of the AFT local in International Falls are liberalization of sick leave allowances and changes in the regulations concerning attendance at summer school.

Sick leave benefits have been changed from five days each year, cumulative to fifteen, to ten days each year, cumulative to thirty.

The new rules concerning summer school require attendance once every four-year period, with the option of summer travel in lieu of summer school in alternate four-year periods. One hundred dollars will be given to defray costs of either travel or summer school once in every four-year period. Previously, attendance at summer school or travel was required once in every three-year period, with fifty dollars granted for expenses.

Evelyn Dickey Named For Labor Commission

762 WILMINGTON, DEL.—Evelyn Dickey, president of the Wilmington Federation of Teachers, has been appointed to the State Labor Commission by Governor Carvel. The appointment is for a five-year term, starting April 2, 1950. Mrs. Dickey's active participation in labor affairs in the state make her unusually well qualified for the position.

Howard Akers Makes Pre-Budget Study

252 MILWAUKEE, WIS.—Howard Akers, of Local 252, was appointed to the position of special research assistant to study salaries and related matters in the Milwaukee Public Schools. Mr. Akers will make studies for the school board committee created for the purpose of making a report to the Board prior to the budget hearings.

Return of Sabbatical Won by Jersey City

752 JERSEY CITY, N.J.—After reading a letter prepared by the Jersey City Federation of Teachers in which the reestablishment of sabbatical leaves was urged, the Jersey City Board of Education granted the first sabbatical leave it has allowed in ten years. The letter asserted that not only the teacher but eventually the school system and the students benefit when an instructor is given time off for research, study, travel, or rest. This was the latest of a series of Local 752 victories which included the single salary schedule, salary checks with itemized stubs, and equal representation of teachers and administrators on policy making bodies.

Rapid Strides Made By Fond du Lac Local

1004 FOND DU LAC, WIS.—The Fond du Lac local recently held its second annual banquet. Harold Richter, president of the Central Trades and Labor Council, and Robert Cooley, vice-president of that organization, were among the speakers. They congratulated the local on its excellent growth and progress. Other speakers were Edward De Briac, president of the Wisconsin Federation of Teachers, and James Fitzpatrick, editor of the *Wisconsin Teacher*. Both speakers emphasized the strides that have been made by Local 1004 in clarification of their educational policy and in gaining prestige so that their opinions are valued.

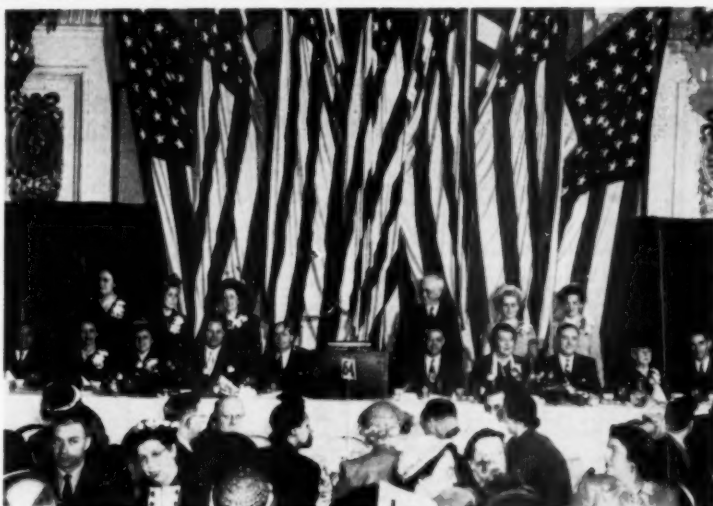
Cumulative Sick Leave Won in Lafayette, Colo.

956 LAFAYETTE, COLO.—As a result of the continuous effort of Local 956 for the past year, an improved sick leave policy was adopted by the Board of Education of the district. The previous allowance of three days a year was not cumulative. This has been changed so that an employee is now allowed five days each year with full pay, cumulative to thirty days. After an employee accumulates thirty days, no additional leave will accrue until the allowable days fall below thirty. Employees new to the system are to be credited with three days during the first year of employment, five days each of the succeeding four years, and seven days during the sixth year.

Chicago Conference Attracts Large Attendance

1 CHICAGO, ILL.

—"Building a Functioning Curriculum for Chicago Schools" was the subject of the tenth annual conference of the Chicago Teachers Union. Dr. Herold C. Hunt, general superintendent of Chicago schools, hailed the members of Local 1 for their valuable service to children, community, and nation in improving educational services.



Successful Community Conference at Detroit Based on Cooperation in Plan and Execution

231 DETROIT, MICH.—The Detroit Federation of Teachers cooperated with about thirty community organizations to present the local's annual Community Conference. Parents as well as teachers were attracted to the conference, which heard Dr. Louis Rath, an expert in the field of human relations, as the principal speaker.

Five discussion groups were organized around the topics: "The Educational Triangle," "What's in a Mark?", "Lost Sheep, or Why Youth Leaves School," "Services that Save Children," and "Better Buildings at Greater Savings."

An interesting photographic display entitled "Children of America" and a library display added further interest.

Rockford Hears Eklund On Salary and Security

540 ROCKFORD, ILL. — The annual meeting of Local 540 was attended by about 200 teachers and their guests. The impressive guest list included the mayor, the superintendent of schools, the president of the PTA, representatives of the CIO and AFL, as well as state representatives. The address of John M. Eklund, AFT president, called attention to Rockford's lagging salary schedule. He also urged support of

House Bill 6000 to expand social security to benefit larger groups of citizens, including teachers if they so wish.

Carver Group Admitted To Detroit Credit Union

964 FERNDAL, MICH.—Teachers of the George Washington Carver School have been admitted to membership in the Detroit Teachers' Credit Union by vote of the Detroit group at its annual meeting in January. Because of their small number, the Carver teachers were unable to obtain a charter of their own. This neighborly welcome by the Detroit group is sincerely appreciated.

New Posts Assigned to Two Toledo Members

250 TOLEDO, O.—Carl A. Benson, AFT vice-president, was recently elected first vice-president of the Toledo Regional Planning Association. Mr. Benson has been a delegate from the Toledo Federation of Teachers to this organization for the past five years.

George Hammersmith, past president of Local 250, was appointed Supervisor of the Visual Education Department of the Toledo Public Schools.

Negro History Week Celebrated in Ferndale

964 FERNDAL, MICH.—The third annual Negro History Week program at the Carver School was presented by Local 964 for the purpose of purchasing for the school library a number of books written by Negroes, and buying pictures of outstanding Negroes to be placed on the walls of the school. In addition to a guest speaker and a musical program, there were sketches of famous Negroes given by a panel of Carver students. The books and pictures were presented in a series of school assemblies.

Reassessment Is Topic Of Indiana Meeting

662 CALUMET TOWNSHIP, IND.—A bulletin of Local 662 reports a meeting of the Lake County Council of Teachers at which the main discussion of the evening was the reassessment of real estate values throughout the state and its positive effect on higher wages for teachers. According to estimated figures, an increase of 20-50% in reassessment value would indicate a possible upward trend in take-home pay for teachers.

The Council also discussed plans for a banquet which was held at Marquette Park Pavilion with Mr. Finer, authority on political science and member of the faculty of University of Chicago, as the speaker.

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Dickey, Evelyn	May	26
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Discrimination, Condemnation of	Jan.	20
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Disman, Butler J. May	24	
Displaced persons	Jan.	6
DRIEBUSCH, ANNA E. Dec.	9	
A Survey of Italian Education	Feb.	16
Teachers' Union in Italy	Nov.	24
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Expanded Opportunities for Membership in AFT	Nov.	2
Freedom and Security—the Basis for World Peace	Dec.	2
Labor's Stake in Freedom of Inquiry	Mar.	4
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Elizabeth, N.J. Jan.	26	
ELDER, ARTHUR	Jan.	26
What Price Schools for Democracy?	Feb.	12
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Elementary school problems	Mar.	27
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Exchange of trade unionists	Jan.	11
Extra-curricular work, Compensation for	Nov. 6,	31
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Germany		
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Student exchanges with France	Apr.	12
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Glasser, Melvin A. Feb.	4	
Glendale, Calif. Feb.	3	
Gompers, Samuel		
Centenary	Jan.	3
Centennial Workshop	Mar. 7; Apr. 5; May	16
Gompers-A Practical Idealist, by Matthew Wolf	May	9
Gompers unionism	Apr.	30
Memorial Dinner, Eklund's message to	Feb.	8
What Gompers Requested, by Selig Perlman	Apr.	8
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Group insurance	Feb.	30
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Hawaii, Unions in	Dec.	8
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High School Directory of the U.S. Mar.	26	
Home economics	Mar.	27
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Illinois, University of, Labor conference	Jan.	10
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The ILO's 30 Year	May	11
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Increment credit course of New York Local 2	Mar.	30
India, Adoption of national language for	Mar.	23
India, Greetings from teachers in	Feb.	9
Indian education	Nov.	19
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M. O. Hawbaker	Oct.	20
Frank Morris	Dec.	8
Charles B. Sullivan	Mar.	28
Dorothy Weil	Oct.	21
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International Falls, Minn. May	26	
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Iowa State Federation of Teachers	Dec.	29
I Q concept, Need for revision of	Feb.	11
Irvington, N.J. Jan.	27	
Irwin, Elizabeth	Feb.	28
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Cultural agreement with France	Apr.	12
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Kenosha, Approval of WFT meetings by board of	Dec.	29
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Let Teachers Decide about Social Security	Apr.	2
Smaller Classes—An Objective for the Mid-Century	May	6
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Teacher Tenure Defended by AFT in Illinois	Jan.	4
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Labor's fight against intolerance	Apr.	26
Labor, History of American	Feb.	23
Labor institute	May	22
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Labor's support of education	Dec. 4, 29; Feb.	28
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LANE, LAYLE, <i>The Human Relations Front</i>	Nov.	30
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LaSalle, Ill.	Oct.	25
Liberalism	Apr.	15
Latin America	Apr.	24
Latin America, U.S. Cultural centers in	Mar.	10
Latin-American labor, Help of AFL to	Jan.	30
Laughton, Charles	Feb.	26
LAWRENCE, MARGARET, <i>Schoolmaster on Wheels</i>	May	13
Lawrence, Mass.	Jan.	28
Lecture and listen method	Feb.	10
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Displaced persons	Jan.	6
81st Congress	Jan.	31
Fair labor standards	Dec.	13
Labor extension and education	Dec.	6
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Leyden Council of Local 571	May	23
Libraries, U.S. abroad	Mar.	10
Libraries, Use of	May	22
Life adjustment education	Nov.	23
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Lippmann, Walter, by David Weingast	Dec. 23; Mar.	25
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Lobbies, Effect on education legislation of	Jan.	20
Locals, Activities of	Oct. 9,	19
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LODGE, ROXIE, <i>Foreign Study with U.S. College Credit</i>	Apr.	18
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Los Angeles, Calif.		
Dec. 28; Jan. 27; Feb. 25; Apr. 26; May	23,	
Louisville, Ky.	Nov. 31; Jan. 26; Mar. 23, 29; Apr.	24
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Loyalty oaths	Nov.	26
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LUNDOQUIST, BEN, <i>The Elementary School Teacher of Sweden</i>	Jan.	12
Luria, S. E.	May	23
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Machinists, International Association of	Jan.	31
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Madison, Wis.	Dec.	27
Maladjusted child, Guidance of	Dec.	27
Maloney, Ann	Mar.	30
MANNING, JOHN B., <i>Are Our Universities Dangerous?</i>	Jan.	9
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MARSHALL, MARTHA IANE, <i>Developing Independent Thinking Through the Social Sciences</i>	Nov.	15
Marshall Plan	Dec.	14
Married teachers	Feb.	29
Maritime trades	Dec.	8
Matheny, Dorothy	Mar.	31
McLaurin and Sweatt Cases	Feb.	19
McNelis, Mary	Dec.	28
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Minneapolis Federation of Private Trade School teachers	Feb.	3
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Moser, Alfred	May	23
Mound City, Minn.	Feb.	27
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Old age, Economic problem of	Dec.	13
Olympia, Wash.	Mar.	28
Organization, Teachers' right to choice of	Feb.	27
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Pawtucket, R.I.	Feb.	25
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Pension and retirement in Sweden	Jan.	13
Pension plan for AFT employees	Feb.	5
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Pennsylvania State Federation of Teachers	Jan.	26
Peoria, Ill.	Apr.	26
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PERLMAN, SELIG, <i>Research director of AFT Workshop</i>	Apr.	6
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Philadelphia, Pa.	Apr.	26
Philippines, Mambuso High School in the	Apr.	10
Philippine schools' need for books	Apr.	10
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Playground, Fathers' construction of	Apr.	11
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Portland, Ore.	Oct. 29; Dec. 28; Feb. 28; Apr. 29; May	25
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Primary grades, Development of democratic attitudes in	Feb.	24
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Practice teaching, Pay for guidance in	Feb.	25
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Publicity and public relations	Feb. 27; May	22
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Quinn, James C.	Mar.	29
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Rochester, New York.....	Apr. 28	
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ROOSEVELT, ELEANOR, <i>Applies for Wages</i>	May 5	
ROTHMAN, ROBERT.....	Nov. 31	
<i>Last Call to Liberalism</i>	Apr. 15	
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School plants and construction.....	Oct. 8, 14; Dec. 5	
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Schwartz, Marie L.....	Feb. 25; May 6	
Science Research Associates.....	Apr. 23	
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STARR, MARK— <i>World Unity, Adult Education for</i>	Nov. 17	
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SULLIVAN, WILLIAM, <i>Crossroads in English Education</i>	Jan. 7	
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